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RECENT PROGRESS IN NEGRO EDUCATION

By

THOMAS JESSE JONES

[Advance Sheets from the Biennial Survey of Education
in the United States, 1916-1918]



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RECENT PROGRESS IN NEGRO EDUCATION.

By THOMAS JESSE JONES.

CONTENTS.—Introductory—State supervisors—Jeanes industrial teachers—County training schools—Rosenwald schools—Philips-Stokes fund—Public school facilities—Recent publications—Educational meetings—Church boards—Private and denominational schools.

The past year has witnessed considerable progress in the field of negro education, despite adverse conditions brought about by the war. Probably the most significant event of the year was the appointment in Texas of a State supervisor of rural Negro schools, whose salary and expenses are paid entirely by the State. Short terms, poor schoolhouses, and low salaries continue to hamper the works of the public schools, but the problem of Negro education has been called to the attention of the white South by the recent exodus of Negroes from that section, and some improvement has already been made. While there has been a considerable increase in the actual amounts appropriated by the Southern States for salaries of colored teachers, the Negroes still receive no greater proportion of the sums expended for teachers' salaries. The official reports of State superintendents of public instruction show that these officials are trying to increase the school facilities for Negroes and are calling the attention of the public to the matter. During the year bulletins and leaflets dealing with various phases of Negro education have been published by State departments of education.

The number of Jeanes industrial teachers has increased, and their work has been so effective that one State superintendent recommends in his official report that similar supervisors be employed for white schools. The cooperation of the General Education Board has enabled these teachers to organize home makers' clubs during the summer months. In doing this home club work the teachers give demonstrations of cooking, canning, and preserving. The General Education Board has also cooperated with the States in maintaining supervisors of rural schools and in furnishing equipment for county training schools. The county training schools, supported by the counties with the aid of the Slater fund, have passed the experimental stage, and only the high cost of labor and materials prevented the building of additional schools during the year. The Rosenwald fund has made possible the erection of a number of rural school-

houses. The Phelps-Stokes fund, which financed the investigation of negro education, continues to cooperate with the Bureau of Education. Its work has been the maintenance of an information bureau, giving expert advice to schools and keeping before the public the educational needs of the Negro.

The private and higher schools have had a very difficult year, because of the high cost of supplies, the difficulty of raising funds, and the loss of teachers and students who joined the military forces or went into some form of war work. The faculties of the strongest schools were heavily drawn on by the Government and other agencies seeking men for responsible positions. All schools with sufficient equipment cheerfully assumed the additional burden of training soldiers and giving special courses to students, in order to meet the needs of the Army. Cooperation between denominational and independent schools, public authorities and educational funds, has been furthered by a committee on Negro education appointed by the Commissioner of Education.

STATE SUPERVISORS.

At present 10 States, with the assistance of the General Education Board, maintain supervisors of Negro rural schools. Oklahoma and Florida are the only States with a considerable proportion of negroes that have no special supervisor. In Texas the supervisor is paid entirely by the State.

The work of the State supervisors may be briefly summarized under four heads: (1) The improvement of school facilities, by urging county superintendents and boards of education to extend school terms, pay better salaries, and provide better houses. (2) The development of county training schools, maintained by the counties with the help of the Slater fund. The first object of these schools is to train teachers for the rural schools. In offering some high-school work and industrial training, these schools are rendering a large service. (3) The improvement of teachers in service by conducting county institutes, and cooperating with State normal schools and summer schools conducted by private institutions. (4) The promotion of home-makers' clubs. In North Carolina and Mississippi the State supervisor has a colored man to assist him in his work. In North Carolina the salary of this assistant is paid by the State Colored Teachers' Association; in Mississippi it is paid by the State. The work of these assistants has been of great value.

JEANES INDUSTRIAL TEACHERS.

The following statement of the work of the Jeanes fund teachers, who are county industrial supervisors, is furnished by the director of the Jeanes fund:

The Jeunes fund, for the improvement of Negro rural schools, cooperated during the session ending June 30, 1918, with public school superintendents in 200 counties in 14 States.

The supervising industrial teachers, paid partly by the counties and partly by the Jeunes fund, visited regularly in these counties 5,717 country schools, making in all 20,903 visits and raising for purposes of school improvement \$204,646. The total amount of salary paid to the supervising teachers was \$65,182, of which the county school authorities paid \$25,334 and the fund \$39,848. The business of these traveling teachers, working under the direction of the county superintendent, is to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, personal cleanliness, etc.; to encourage the improvement of schoolhouses and school grounds; and to conduct gardening clubs and other kinds of clubs for the betterment of the school and the neighborhood.

The table here given shows the extent of the work done by these teachers, and how it is financed:

Negro rural school fund, Jeunes Foundation, 1918-19.

States.	Number of teachers.	Number of counties.	Paid by Jeunes fund.	Paid by public fund.
Alabama	121	23	\$5,223.00	\$3,800.83
Arkansas	120	19	2,928.73	7,750.00
Florida	4	4	1,055.00	612.00
Georgia	24	24	3,810.00	3,060.00
Kentucky	19	9	1,995.00	1,065.00
Louisiana	15	14	4,185.00	2,518.00
Mississippi	126	25	4,110.00	6,335.00
North Carolina	39	39	5,815.00	7,665.00
South Carolina	14	11	3,465.00	1,708.00
Tennessee	29	21	3,567.50	5,110.00
Texas	6	6	1,540.00	1,300.00
Virginia	16	18	2,973.00	8,132.00
Total	1,217	216	40,637.23	44,591.83

¹ Including State supervising teachers.

Several of the State supervisors have found it wise to concentrate their efforts on counties where Jeunes teachers are at work. In Alabama, Kentucky, Louisiana, North Carolina, and Virginia there is a State supervising teacher. The work of the Jeunes teachers in Alabama is described in the following paragraph from the 1917 annual report of the department of education:

SUPERVISION OF SCHOOLS.

As an aid to the county superintendents and county boards of education charged with the supervision of all schools in their respective counties, it has been possible to place in 24 counties, through assistance from the Jeunes Foundation, 27 supervising industrial teachers, all of whom, with the exception of one man, are women with special training in industrial work. They supervise the elementary industrial training in the rural schools of the county, and assist in the general supervision of the Negro schools. The fact that in 1913 there were only 12 of these supervisors employed and that last year the number had increased to 27 shows the success with which these workers are meeting. There is a growing disposition on the part of the counties to bear

an increased proportion of the salaries of these workers, who have proved themselves to be of inestimable value to the school officials and people of their respective counties.

That State school officials have seen the value of the work done by the Jeanes supervisors is shown by the following quotation from the annual report of the superintendent of public instruction of Virginia, for the year 1916-17:

COLORED SUPERVISORS AND THE LESSON THEY TEACH.

Some of life's best lessons are taught by the simplest and most obvious illustrations, as in the case of the sluggish who was advised to observe the unrecognized ant; and so we may say that if any man will observe the work of the colored demonstrators or supervising teachers—men and women whose services have been almost thrust upon the State by private generosity—he can not hesitate for a moment in deciding what is the next step in the development of our work among the white children. These colored leaders have increased teachers' salaries; they have also lengthened the term and have brought into the schools so many new children that the taxpayer has found the per capita cost materially reduced.

COUNTY TRAINING SCHOOLS.

At present there are 77 of these institutions, and several others will be erected as soon as the abnormal price conditions of war times have passed. They are divided among the States as follows: Alabama, 11; Arkansas, 5; Florida, 1; Georgia, 5; Kentucky, 2; Maryland, 1; Louisiana, 4; Mississippi, 3; North Carolina, 14; South Carolina, 6; Tennessee, 6; Texas, 5; Virginia, 8. These schools are built and maintained by the combined efforts of the public-school authorities, the Slater fund, the colored people of the county, and the local white friends of Negro education. This quotation from the report of the superintendent of public instruction for North Carolina, 1915-16, shows the plan under which the county training schools are built and maintained:

The establishment of three county training schools was mentioned in my first biennial report. These began work in the fall of 1914 in the counties of Johnston, Pamlico, and Wayne. These schools are established by the county boards of education on the recommendation of the county superintendents. Their main support is apportioned from public-school funds. Some aid for current expenses is given by the Slater fund, and the General Education Board has made donations for equipment.

The best statement I have seen of the need of such schools, their purpose, and the conditions for receiving outside financial aid is made by Dr. James H. Dillard, director of the Slater fund. It is as follows:

One of the greatest immediate needs is for even fairly competent teachers in the small public schools. The Slater fund has contributed much to the preparation of teachers, but in the past its contributions in this direction have been mainly to the larger and higher institutions. There is now great need for the preparation of teachers in a lower grade of advancement. The immediate conditions under which such work must be done may be far from ideal,

but the effort faces facts as they are. It is a fact that a very large majority of the teachers in the small rural schools for negroes have got what they have of education and training in their own or a neighboring county. Many superintendents are showing interest in the improvement of some central school in the county, which may serve the purpose of supplying a somewhat better grade of teachers.

Aid from the Slater fund is given on the following simple conditions:

- First. That the school property shall belong to the State or county, thus fixing the school as a part of the public-school system.

- Second. That there shall be an appropriation of at least \$750 from the public funds for maintenance.

- Third. That the teaching shall be carried strictly and honestly through at least the eighth grade, including industrial work, and in the last year some training, however elementary, for the work of teaching.

Under these conditions the Slater fund has agreed to appropriate \$500 for maintenance, and in the first year, where new buildings or repairs may be necessary, to aid in supplying these in cooperation with amounts raised from other sources.

The regular State public-school course of study is followed in all the schools through the seven elementary grades. In the eighth and ninth grades, where there is a ninth grade, the State high-school course is followed with negro history substituted in most cases for ancient history, simple teacher training, and industrial work for the classics. An effort is made to teach the simple home industries throughout the school. These consist of cooking, sewing, house-keeping, laundry work, gardening, manual training, and the like. Last spring several of the schools made fly screens and endeavored to get the people in the communities generally to use them. Very fine gardening work was done at the Methodist School.

Each of these schools receives annually \$500 from the Slater fund for current expenses. The General Education Board gave \$1,164 for industrial and other equipment for the three schools in 1914-15, and \$3,160 for the same purposes for the five schools in operation in 1915-16.

One of the schools, Parmele, in Martin County, received \$2,000 from the Phelps-Stokes fund in 1915 to aid in building. Three others received a total of \$2,300 for the same purpose from the Slater fund in 1915-16.

All these appropriations were made to supplement local funds to be used for the purposes named.

At the Berry O'Kelly School, Wake County, a splendid new modern brick building is just being completed. When completed, the plant will cost more than \$10,000. The Martin County school moved into a nice new brick building in 1915. Repairs and improvements have been made in the other three counties. Small, but satisfactory, industrial buildings were erected in Johnston, Pamlico, and Sampson Counties.

ROSENWALD SCHOOLS.

The following letter, sent to county superintendents in Georgia by the supervisor in that State, explains how the Rosenwald fund is being used to promote the building of good schoolhouses for colored children:

To County Superintendents of Schools:

GENTLEMEN: The Rosenwald fund is available for assistance in constructing model colored school buildings, in cooperation with local communities and county authorities. This fund is offered for the purpose of encouraging the construction of modern model schoolhouses. Such houses will doubtless im-

prove the kinds of residences of the people and tend to elevate the moral and civic ideals of the people.

It is insisted that good schoolhouses should be built in suitable places to be approved by the county boards of education, and should be built after an approved plan. It is further urged that the titles to public school property should be held by the county boards of education.

Small district schools, in the absence of natural barriers, should be consolidated, thus bringing two or more one-teacher schools into a larger one. Combining such communities, when it can be done, will create more enthusiasm and render available larger assistance in constructing schoolhouses.

It is useless to say that we, as friends and neighbors of the colored people, are and should be much interested in their schools and school buildings. The encouragement of the white people and school authorities is quite helpful in developing school pride and improvements.

Upon compliance with the following conditions, participation in the Rosenwald fund is possible:

1. The schoolhouse is to be for country children, and small towns may be interested.
2. From 2 to 5 acres of land are to be secured by the colored people, at a place approved by the school board and the property is to be deeded to the board of education for colored school purposes.
3. The county superintendent, the patrons, and the undersigned are to agree upon a plan of building.
4. The superintendent of schools shall handle the funds and direct the construction of the building.
5. The community and county authorities must guarantee the completion and equipment of the building. The house shall be painted inside and outside with at least two coats of paint; each classroom must contain at least 20 lineal feet of good blackboard and have suitable desks for pupils and teacher; the building must contain at least two cloakrooms, a workroom, and a small kitchen. The smoke flues must be ~~at~~ from the ground.
6. Two closets, properly located, must be built.
7. It is understood that the school shall be run at least five months each year.

PROPOSITIONS.

For a one-teacher schoolhouse the community and county authorities must raise in cash, material, and labor, \$750. The Rosenwald fund will contribute \$400.

For a two-teacher house the community and county authorities will raise, as above, \$1,000. The Rosenwald fund will give \$500.

In cases of consolidation of two or more schools the Rosenwald fund will contribute more.

Any and all parties interested in this much-needed work will address the writer at Milner, Pike County, Ga.

Respectfully,

GEO. D. GODARD,
Special Rural School Supervisor.

The Rosenwald fund is handled by the extension department of Tuskegee Institute. The table below, furnished by the institute, shows how the Rosenwald schools have been built and how they are divided between the several States:

Data of rural schoolhouse building dided by Mr. Julius Rosenwald.

(As of September 1, 1918.)

States.	Number of school- houses.	Amounts contributed by—				
		States.	White people.	Colored people.	Mr. Rosen- wald.	Total.
Alabama.....	179	\$43,776.00	\$8,445.00	\$91,761.93	\$55,450.00	\$199,435.93
Arkansas.....	22	10,225.00	1,435.00	8,654.00	9,500.00	30,114.00
Georgia.....	23	2,975.00	10,202.00	17,632.00	2,500.00	38,209.00
Kentucky.....	5	6,015.00	250.00	4,011.50	2,600.00	12,936.50
Louisiana.....	49	9,300.00	3,000.00	33,390.00	17,600.00	63,290.00
Maryland.....	4	2,700.00	500.00	1,125.00	1,450.00	5,275.00
Mississippi.....	28	3,613.50	13,641.95	19,231.25	12,276.00	48,787.70
North Carolina.....	85	31,651.00	3,926.50	35,787.75	24,365.00	95,730.25
South Carolina.....	9	3,300.00	8,376.00	5,696.00	3,800.00	21,272.00
Tennessee.....	59	72,905.00	3,870.00	26,150.00	39,175.00	142,100.00
Virginia.....	38	26,555.00	750.00	21,784.50	19,800.00	68,580.50
Total.....	501	213,315.50	54,399.45	267,179.25	193,616.00	726,540.18

The above figures represent amounts put in the construction and furnishing of the school buildings. Besides the \$193,616 spent in this way by Mr. Rosenwald, he has put in \$23,406.84 up to September 1 by way of agents' salaries, traveling expenses, etc., in promoting the movement for better schoolhouses in various States.

PHELPS-STOKES FUND.

For the past five years the Phelps-Stokes fund has financed a staff of workers in the Bureau of Education. Since the publications of Bulletins 38 and 39, 1916, the agents of the fund, as special collaborators of the Bureau of Education have followed up the study of Negro education with constructive work. One member of the staff who is trained in business methods and accounting gives all his time to the improvement of accounts and records in the schools. Schools have been given assistance in their efforts to adapt their courses to the needs of their pupils and community. Fraudulent Negro schools have been exposed, and the needs of worthy institutions brought to the attention of interested persons. A bureau of information has been maintained. Campaigns for the teaching of gardening and for the improvement of living conditions in dormitories have been carried on. The fund's agents have kept in touch with educational boards of the various churches, other educational funds, the public-school authorities in the several States, independent schools and land-grant colleges, and have endeavored to have these agencies coordinate their efforts. Individual schools have been given financial aid for maintenance. Fellowships for the study of the race question have been established at two State universities in the South. The relationship now existing between the Bureau of Education and the Phelps-Stokes fund will cease by operation of law on July 1, 1919, and no appro-

priation has been made to carry on the work of the Bureau of Education for colored schools.

PUBLIC SCHOOL FACILITIES.

The public schools for Negroes in the South, especially in those counties where the negroes outnumber the white people, are not doing efficient work, because of small salaries paid to teachers, short terms, and poor school buildings. In the annual report of the Alabama Department of Education we find the statement that:

The amount paid for salaries in the public schools of the State amounted to \$3,145,604 for white teachers—an average annual salary of \$431 for each man and \$363 for each woman, almost precisely what they were the year before, and despite the fact that the high cost of living is constantly increasing.

As for the Negro schools, we learn that:

In the schools for negro children last year 611 men and 1,931 women were employed. There was a slight decrease in the number of both men and women, due to the exodus of Negroes to other States. There was expended in the form of salaries upon the teachers so employed \$399,970, a decrease of \$20,185 from the preceding year. The average salary paid to each man was \$167 and to each woman \$152, and the length of the school term was 104 days.

The report has this to say about the Negro teachers in Alabama:

The grades of certificates held by that portion of the 2,572 teachers who were required to hold State certificates were as follows:

Life	120
First grade	23
Second grade	606
Third grade	1,802

So far as the qualifications of the teachers are concerned, there seems to be no improvement over the preceding year.

The results of the inadequate public-school facilities appear from the discussion of school attendance in the report:

ATTENDANCE.

The average attendance in schools for whites in 1915-16 was 214,294, and in 1916-17 an increase of 5,740 brought the total up to 220,034. It is to be remarked that this net increase was the result of approximately a 3 per cent increase in the number attending elementary grades and of a 24 per cent increase in the number attending in high-school grades. Based on the latest census returns, the percentage of attendance upon enrollment was 63. Because of the removal of Negroes to the East and North, the average attendance in their schools showed a decrease of 3,450 from the number for 1915-16, of 87,384.

Using the school census as a basis, 50 per cent of the white boys and girls were in average daily attendance and 29 per cent of the Negro boys and girls. Making due allowance for those of school age who attended district agricultural schools, county high schools, private denominational and parochial schools, and institutions of college and secondary grade, the results are still far from satisfactory, as the following tables will show:

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Enrollment.

Year.	Rural		Urban.	
	White.	Negro.	White.	Negro.
1915-16.....	292,560	135,807	51,521	22,814
1916-17.....	293,389	133,325	51,828	23,408

Average attendance.

Year.	Rural		Urban.	
	White.	Negro.	White.	Negro.
1915-16.....	174,170	43,417	40,124	16,426
1916-17.....	175,000	82,680	41,368	14,724

From an examination of the above, it would appear that there has been a somewhat normal increase both in rural and in urban enrollment* and attendance in white schools and a positive decrease in the case of negro schools. This latter condition is due to the leave-taking of the negroes as already suggested.

From the above quotations it will be seen that the superintendent of education in Alabama explains the decrease in the number of Negro teachers and pupils by the migration of Negroes from the South. The white men and colored men who have investigated the movement are agreed that the poor public-school facilities were among the most important causes of the exodus.

The following table shows the increases in the amounts appropriated for the salaries of Negro teachers in five of the Southern States. The figures for the earlier years are those used in Bulletin 39, 1916. It will be seen that, while in every case there has been an actual increase, there has been very little increase in the proportion of the total salaries, and in the case of Florida and North Carolina there have been actual decreases in the proportion. In considering the figures in the table, it should be remembered that between 1900 and 1910 the white population of the Southern States increased faster than the colored, and it is only reasonable to assume that this has been the case since 1910.

Increase in salaries of Negro teachers in five States.

States.	Date of report.	Salaries.	Per cent of total.	Date of report.	Salaries.	Per cent of total.
Florida.....	1910-11	\$167,381	14.2	1916	\$214,291	11.6
Georgia.....	1911-12	493,622	14.3	1917	555,822	14.8
Louisiana.....	1911-12	211,376	7.0	1915	263,515	7.0
North Carolina.....	1910-11	340,856	16.0	1916	543,273	14.1
Virginia.....	1911-12	421,381	13.2	1910-17	620,568	16.7

INCREASED INTEREST ON PART OF PUBLIC-SCHOOL OFFICERS.

That educators and other leaders of thought in the South realize that the situation calls for action is shown by the official reports of State superintendents of education. In his biennial report for the school years 1914-1916, the superintendent of public instruction devotes several pages to a discussion of the education of the Negro. The last two paragraphs of his statement are reproduced here as expressing what may fairly be considered the attitude of the thinking white people of North Carolina:

This question of Negro education is, after all, not a question of whether the Negro shall be educated or not, for it is impossible for any race to remain in this great Republic in the twentieth century uneducated. The real question is, therefore, how he shall be educated and by whom it shall be done. If his education is not directed by us, others that do not understand our social structure, that are ignorant of the nature and needs of the Negro and have false notions of his relation to the white race in the South, will take charge of it. Our safety, then, lies in taking charge of it ourselves and directing it along lines that shall be helpful to him and to us and in harmony with our civilization and society and with his nature.

There is another phase of this problem of Negro education worthy of the serious consideration of our people. It is manifest to me that if the Negroes become convinced that they are to be deprived of their schools and of the opportunities of an education, most of the wisest and most self-respecting Negroes will leave the State, and eventually there will be left here only the indolent, worthless, and criminal part of the Negro population. Already there has been considerable emigration of Negroes from the State. There is no surer way to drive the best of them from the State than by keeping up this continual agitation about withdrawing from them the meager educational opportunities that they now have. Their emigration in large numbers would result in a complication of the labor problem. Some of our southern farms would be compelled to lie untenanted and untilled. The experience of one district in Wilson County some years ago illustrates this. The county board of education found it, for various reasons, impossible to purchase a site for a Negro schoolhouse. Before the year was out the board received several offers from farmers in the district to donate a site. Upon inquiry by the chairman of the board as to the reason of these generous offers, he was told that when it was learned that no site for the schoolhouse could be secured and that the Negroes were to have no school in that district at least one-third of the best Negro tenants and laborers there moved into other districts, where they could have the advantages of a school. This is a practical side of this question that our people would do well to consider. What happened in this district will happen in the entire State if we give the best Negroes reasonable grounds to believe that their public-school privileges are to be decreased or withdrawn.

In his annual report for 1916-17, the superintendent of public instruction of Virginia says:

COLORED SCHOOLS.

Our seventh department of special effort was concerned with the negro schools. We rejected the idea that the Negro should remain uneducated, but were just as firmly of the opinion that the old type of scholastic education

which has been provided for him was in many respects a misfit. In our efforts to give him a better chance mentally, morally, and physically we have been aided at every turn by the wise and earnest men who have been placed in charge of the General Education, Slater, and Jeanes funds and very largely also by the administrative officers of both our Federal land-grant schools, the Virginia Polytechnic Institute, and the Agricultural and Industrial Institute at Hampton.

Nearly every county in Virginia with a large Negro population is now served by a colored industrial supervisor, part of whose salary is paid by one of the foundations named above or out of the Smith-Lever fund, which is disbursed by the Virginia Polytechnic Institute. These supervisors have gone among the colored people and urged them, first, to build schoolhouses; second, to lengthen the school term; third, to put their children in school. They have also fostered the industrial type of training which has grown so much in favor among both white and colored teachers during recent years. Our own State school for colored youth, the Virginia Normal and Industrial Institute, at Petersburg, the Colored State Teachers' Association and the Negro Organization Society have also contributed intelligently and powerfully to the success of this movement.

WORK OF THE NEGRO SUPERVISORS.

During the 1916-17 session 49 supervising industrial teachers were employed to assist in the supervision of the Negro schools of 48 counties and 2 cities. Their instructions were to introduce industrial work as far as practicable and to encourage other forms of educational progress. Something of the magnitude of the work of these teachers and the results obtained may be brought out by mentioning the following facts:

In the 48 counties in which they worked there reside 68.1 per cent of the Negro children of school age in the counties of Virginia, 61.5 per cent of whom were enrolled in the schools; 8,389 visits were paid to 1,364 teachers working in 1,024 buildings; 607 of these teachers extended their school terms partly through money raised by the people, for which purpose they report the raising of \$9,640.74.

The supervising industrial teachers report that 851 of the 1,024 buildings under their supervision have active school improvement leagues, and report further that in addition to the money raised for term extension they raised for other purposes \$34,361.09, making a total voluntary tax for school purposes in the 48 counties with supervisors of \$44,011.88. To secure this splendid addition to the school revenues the counties expended a little over \$8,000 for the salaries of the supervising industrial teachers, the sum total of whose salaries amounted to a little less than \$25,000.

The superintendent of education in South Carolina, in his report for 1918, points out the difficulty that has hindered the development of an effective public school system for Negroes—the lack of a public sentiment favoring Negro education. In recommending a special appropriation of \$20,000 to be expended for the betterment of Negro schools, he says:

NEGRO SCHOOLS.

For the first time in the history of our public school system, the State superintendent's office has undertaken definitely the betterment of our Negro schools. Through the cooperation of the General Education Board of New York, the salary and the traveling expenses of a State agent for Negro schools have been secured.

The task is difficult. Houses, terms, salaries, equipment, standards—all these are low. Funds are limited. A foundation must be laid in public opinion and in public support before a definite program can be outlined and undertaken.

The present welfare and the future progress of the State are indissolubly linked with the development of our entire population. A careful perusal of the chapter dealing with Negro schools will show specifically the work undertaken during the year. The cooperation of outside agencies is readily acknowledged. The attitude of the Negro has been appreciative, and in my opinion the time has come when the general assembly ought to authorize and direct a campaign for better health and better industrial conditions among our Negroes.

The foundation for such an effort lies in the schools. The prejudice that has long hampered the progress of the Negro youth has been largely modified by the events of the past two years. The first step in the program for their betterment would be a modest appropriation to be expended solely in Negro schools.

RECENT PUBLICATIONS.

From time to time the various State departments of education issue pamphlets showing the progress that has been made in Negro education. As representative of these, Bulletins 9 and 10 of the Georgia Department of Education may be cited. These leaflets contain the reports of the Home Makers' Club Workers and the Jeanes Industrial Teachers. The Department of Public Instruction in North Carolina issues a "Monthly Progress Letter" reporting the activities of field workers in that State. The most significant publication of the year is one issued by the Louisiana Department of Education, entitled "Aims and Needs in Negro Public Education in Louisiana." The frank and fearless discussion of the problem, contained in this bulletin, is shown by the following paragraph:

It may be well to point out here that in some sections of the State the Negro is not receiving for the education of his race the direct school taxes that he contributes. To fail to grant him this amounts to confiscation. Segregation of funds or taxes for the two races is undesirable, but let us not take from the negro, by throwing all tax money into a general fund, what he is clearly entitled to. Surely this includes a just share of State taxes, a just share of corporation taxes, all taxes that his race pays, and the indirect school taxes that he pays as renter and as laborer in helping to produce the wealth of the State. In dealing with this question we must learn to apply the same standards of honesty and fairness that we use in dealing with the different white schools and white communities. Only through the exercise of justice and fair play may we expect justice and fair play in return, and as a result of this, good feeling and good citizenship.

EDUCATIONAL MEETINGS.

The National Association of Teachers in Colored Schools held its fifteenth annual meeting at Harper's Ferry, W. Va., July 31 to August 2. This was the most important educational gathering of the year. A number of State teachers' associations met during the year. These associations have worked to raise the standard of the

teaching profession, and have cooperated with State superintendents in many ways. On account of war conditions, the Association of Colleges for Negro Youth was unable to hold its annual meeting.

CHURCH BOARDS.

The American Baptist Home Mission Society has adopted the policy of concentrating its efforts at one or two schools in a State, and has therefore withdrawn its aid from some schools which it supervised but did not control. The American Missionary Association is following the policy of discontinuing schools where the public school facilities become adequate, and increasing the support of other institutions. The Freedmen's Aid Society of the Methodist Episcopal Church has discontinued its appropriation to Walden College, at Nashville, Tenn., and the property of Walden has been given to Meharry Medical College. The board has decided to sell the property of New Orleans College, at New Orleans, La., and of Gilbert Industrial Institute, at Baldwin, La. Only one school will be maintained by this board in Louisiana. It will be located in a section where a secondary school is needed.

The Christian Woman's Board of Missions now maintains five schools, and property has been purchased for another one. The Presbyterian Board of Missions to the Freedmen reports new presidents at two schools maintained by the board. The Society of Friends has determined on the policy of enlarging the Cheyney Training School for Teachers, at Cheyney, Pa. The American Church Institute for Negroes of the Protestant Episcopal Church reports a growing appreciation of the importance of accurate accounting and businesslike administration in the schools under its control.

The educational boards of the African Methodist Church, the A. M. E. Zion Church, the Colored Methodist Episcopal Church have given evidence of their willingness to improve the accounting, buildings, and supervision of students in the schools under their control.

PRIVATE AND DENOMINATIONAL SCHOOLS.

The financial problems which many of the private and denominational schools now face were brought to the attention of the public by the Commissioner of Education in the following circular letter, which was sent by the bureau to 5,000 persons interested in Negro education:

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, October 8, 1918.

DEAR SIR: I am writing to call your attention to the special war-time needs of many of the colored schools.

As you know, most of the secondary and higher schools for Negroes in the South are supported by private philanthropy. These schools are largely de-

nominalional, and have some assured, though inadequate, support from the church organizations back of them. But many of the best private schools, including especially the effective small schools of the industrial type, are independent in character, and have no income except from donations.

The demands which the many necessary war appeals have made on the public purse have made it almost impossible for these private schools to raise enough money to keep open. Church organizations have found that contributions have been somewhat lessened, and the independent schools have experienced considerable difficulty in raising funds. At the same time the high prices of food and materials have made it necessary for the schools to raise more money than ever to maintain the old standards. A number of the best teachers have gone into the service of the Nation, many of them teachers who, from sheer devotion to the work, had served for low salaries. The high cost of living has forced other teachers to seek more remunerative fields of labor.

Some Negro schools are well known and have many influential friends. But many worthy schools, both of the academic and industrial type, are not so widely known. They need money urgently; they need money not only to do the necessary work that they have been doing for years, but they need more money to provide the special training imperatively needed for large numbers of colored people in the war emergency. Contributions to schools that are doing a necessary war work should make a patriotic appeal to anyone who has the means to give to education. It should not be forgotten, however, that nothing is gained by responding to appeals for gifts to schools that do not exist or have no value as educational institutions. Many such appeals are made.

Determination of the relative merits and needs of colored schools has become a much more simple matter since the publication of Nos. 38 and 39, BULLETIN, 1916, of the Bureau of Education, which list practically all the colored schools of the South, with descriptions and recommendations for each school. The bureau will gladly supplement the information contained in this report and answer any questions in regard to these schools.

Sincerely, yours,

P. P. CLAXTON,
Commissioner.